

6 month reporting date 07/16/03  
 12 month reporting date 01/23/04  
 CLOSED 04/15/04

## Grant Deuel School District Improvement/Progress Report Form

<b>Principle 1 – General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team was unable to verify that services were given to one student listed on the district's 2000 and 2001 child count.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district wishes to ensure that their child count is accurate to enable the district to receive the appropriate amount of funding intended for children with special needs.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  In order to ensure that the district receives the appropriate amount of funding for special education of children with disabilities the district will develop a system of checks for accuracy in its annual child count.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Special education staff will keep a file of the IEP cover sheets for each student they are case manager for. This information will be given to the business manager/superintendent to make additions and corrections to the Student Information Management System (SIMS) report as need. A statement that these steps were taken will be submitted to OSE.	Ongoing	Case managers and Superintendent	<b>5/20/03</b>  <b>MET</b>	<b>1/14/04</b>
Please explain the data (6 month) The cover sheet for all students on an IEP is on file in the main office to be used for the SIMS report.				

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Please explain the data (12 month) The cover sheet for all students on an IEP is on file in the main office to be used for the SIMS report.				
The child count will be review yearly by each case manager prior to the final child count being submitted to Department of Education. A statement that this step was taken will be submitted to OSE.	Annually	Superintendent	<b>11/2002 and 5/2003</b>  <b>MET</b>	<b>1/14/04</b>
Please explain the data (6 month) Each case manager reviewed the child count twice prior to the final copy given to the main office to be sent to the state office.				
Please explain the data (12 month) Each case manager reviewed the child count twice prior to the final copy given to the main office to be sent to the state office. 2 students have left the district.				

<b>Principle 3 - Appropriate Public Education</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Districts are required to ensure that a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parent. The review team found that the district has not ensured parental input into the evaluation process. The district does have a form for obtaining parental input, however the use of the form was not consistent. Interviews with staff indicate that the form is sent to parents but not always returned. Prior to the evaluation special education staff do make contact with families for input either by phone or in person, but these efforts are not documented. In interview with district staff, they indicated that they have begun to document contacts with parents by making notes on the prior notices for consent to evaluate. The review team did not see this consistently in the files reviewed.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district wishes to provide parents the opportunity to provide input into the evaluation process.

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<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Parent report form will be sent to parents and documented in student files.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>A parent report form will be dated and sent with all prior notice forms. Case managers will review student files annually, which have had an evaluation to assure a parent report form was dated and sent with all prior notice/consent forms. Results of this review will be reported to OSE.</p>	<p>Review in May 2003 and yearly there after</p>	<p>Case Managers</p>	<p><b>5/20/03</b>  <b>MET</b></p>	<p><b>1/14/04</b></p>
<p>Please explain the data (6 month)          A parent report form has been sent home with each prior notice that goes out to parents. All files were reviewed in May of 2003</p>				
<p>Please explain the data (12 month)          A parent report form has been sent home with each prior notice that goes out to parents. All files were reviewed on 1/08/04.</p>				
<p>Case Manager will document correspondence with parents regarding the evaluation to be completed on the prior notice forms. Copies of correspondence will be placed in cumulative file. Case managers will review student files annually, which have had an evaluation to assure correspondence with parents is documented on prior notice forms and that copies of all correspondence have been placed in cumulative file. Results of this review will be reported to OSE.</p>	<p>Review in May 2003 and yearly there after</p>	<p>Case Managers</p>	<p><b>5/20/03</b>  <b>MET</b></p>	<p><b>1/14/04</b></p>
<p>Please explain the data (6 month)          100% of the files had a parent report attached to the IEP or testing. 2 parent report forms were not filled out by the parents when they were sent back to the school. Phone call was made to get parent input and documented in file.</p>				
<p>Please explain the data (12 month)          100% of the files had a parent report attached to the IEP or testing. 1 parent report form was not filled out. Documentation of a phone conversation was found in the PLOP.</p>				

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**Principle 4: Procedural safeguards**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

A copy of the district's annual notice to parents regarding rights to inspect and review education records under the Family Education Rights and Privacy Act (FERPA) was found to be lacking in appropriate content. The notice, which appears in the "Back to School" packet, provides an abridged version of rights available to parents. The notice does not provide information to parents and students regarding the disclosure of directory information.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The FERPA information will be annually provided to all parents in the Grant Deuel school district.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

FERPA will be published annually in the school newspaper.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

The superintendent will provide the school secretary with the entire FERPA document to be included in the back to school packets. Data as to when and where the FERPA information was published will be reported to OSE.

Beginning of each school year

Superintendent

**7/14/03**

**1/14/04**

**MET**

Please explain the data (6 month)

The complete FERPA page is sent out in all pre-school packets in August and it is also sent as part of the September newsletter. (Preschool packets were just recently put together to be sent out in August.)

Please explain the data (12 month)

The complete FERPA page was sent out in all pre-school packets in August and it was also sent as part of the September newsletter. (please see attachment)

## Principle 5 – Individualized Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

The IEP team is required to address the transfer of rights to a student one year prior to turning eighteen. The review team noted students are informed of the transfer within a shorter timeframes. Example: providing notice to a student on 3/27/00 and the student turned eighteen on 6/2/00.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure that students with special needs and parents are informed of transfer of rights at least one year prior to turning 18.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The district will develop a system to ensure students with special needs receive information regarding transfer of parental rights at least 1 year prior to the student's 18<sup>th</sup> birthday.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

By September of each year the case manager will identify all students with special needs who will be turning 17<sup>th</sup> that year. At each of those student's IEP meeting the case manager will explain the transfer of parental rights. The district will submit to OSE the number of students with special needs who turned seventeen that year and how many meeting were held prior to their 17<sup>th</sup> birthday to explain transfer of parental rights.

Immediately/  
ongoing

Case Managers

**5/20/2003**

**1/14/04**

**MET**

Please explain the data (6 month)

Only one student turned 17 during the 2002-2003 school year. Transfer of parental rights was documented at his annual IEP meeting which was held May 21,2002. The student turns 17 on 6/16/03.

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Please explain the data (12 month)  
 3 students turn 17 during the 2003-2004 school year. Transfer of parental rights was documented at previous IEP meetings. Mtg. date 5/29/01, student turns 17 on 5/2/04. Mtg. date – 4/12/02, student turns 17 on 5/27/04. Mtg. date – 1/17/02, student turns 17 on 1/17/04.

## Principle 5 - Individualized Education Program

### Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team completed a file review of seven students who are age fourteen and older. The transition portion of the IEP did not provide for an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The plans seen by the review team typically identified long-range employment and living outcomes, but the plans lacked appropriate linkages in goals and services to attempt to meet the stated outcomes.

The course of study is designed as a planning device to help ensure students achieve their desired outcomes for employment and independent living. Student IEPs did not contain a course of study for students related to their outcomes, but instead references the courses being taken that year. Course of study must be addressed for each year of school through the 12<sup>th</sup> grade; this was not consistently found on transition student's IEPs.

### Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District wishes to ensure the transition portion of the IEP provides appropriate linkages to post-secondary setting and outcomes for employment and independent living.

### Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

In order to ensure that proper linkages in the transition portion of the IEP are documented and addressed, the district will link goals and services to meet stated outcomes.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Case managers working with students with special needs who are 14 or old will meet with State/Regional transition liaison person and/or NE coop transition to review transition services. The date of this meeting and who was present will be submitted to OSE	May 2003	Case Managers	<b>5/2/03</b>  <b>ON GOING</b>	<b>1/14/04</b> <b>MET</b>

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Please explain the data (6 month)  
 A meeting was set for May 7, 2003 with Brenda Boyd, Transition Specialist for NESC. The meeting had to be cancelled due to scheduling conflict. Phone conference was held with Brenda Boyd on May 2<sup>nd</sup>. A couple of files were reviewed over the phone. Brenda provided suggestions and answered questions and concerns. Case managers will meet with her in the fall of 2003 school year.

Please explain the data (12 month)  
 Resource Room teacher and Center Base teacher attended NESC meeting which discussed transition goals and objectives and linking to PLOPs.  
 Case managers will be attending a meeting called "Writing Transition PLOPs and Goals for the IEP" at the regional inservice in February.

Case managers working with students with special needs who are 14 or old will meet with State/Regional transition liaison person and/or NE coop transition to review transition services. Case mangers will link present level of performance, services/goals and objectives to functional transitional assessments to meet the student's stated outcomes. The district will submit to OSE the number of students with special needs who have transition needs and how many link present level of performance, services/goals and objectives to functional transitional assessments to meet the student's stated outcomes.	May 2003 and yearly there after	Case Managers	<b>5/2/03</b>	<b>1/14/04 MET</b>
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